DOCUMENT RESUME

ED 290 507 JC 880 021

AUTHOR Farland, Ronnald; Nussbaum, Thomas J.
TITLE Revisions to Regulations Strengthening the Associate Degree.
INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Jan 88
NOTE 15p.; Discussed as agenda item 1 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988). The appendix is printed on yellow paper.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Standards; *Associate Degrees; *College Credits; Community Colleges; Course Evaluation; *Credit Courses; *Degree Requirements; Educational Legislation; *Noncredit Courses; State Legislation; Statewide Planning; Two Year Colleges
IDENTIFIERS *California

ABSTRACT

In May 1985 and again in September 1986, the Board of Governors of the California Community Colleges adopted Title 5 regulations strengthening the associate degree by establishing two distinct sets of standards which establish whether or not individual courses may be applied for credit to the associate degree. Along with a brief history of the origins of these regulations, this report presents existing regulatory language, regulatory language adopted in 1986, and proposed changes and additions to the 1986 regulations. The changes present new standards and criteria for associate degree credit courses, non-degree credit courses, and non-credit courses. Standards are outlined in such areas as grading policy, units, intensity with which the course treats the subject matter, entrance requirements, basic skills requirements, college-level difficulty, college-level demand for learning and vocabulary skills, and conduct of the course. A section on types of courses appropriate to the associate degree is also included. The expired text of the regulations is appended. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290507

Discussed as Agenda Item 1
at a meeting of the
Board of Governors of the
California Community Colleges
January 21-22, 1988

REVISIONS TO REGULATIONS STRENGTHENING THE ASSOCIATE DEGREE

Ronnald Farland and Thomas J. Nussbaum

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.L. SMITH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 880 021

Board of Governors of the
California Community Colleges
January 21-22, 1988

REVISIONS TO REGULATIONS STRENGTHENING THE ASSOCIATE DEGREE

1

For Action

Background

The item was presented to the Board for information in December 1987 and is now presented for Board approval. It explains the notification and approval requirements needed to implement changes in Title 5 regulations regarding the associate degree. The Board is asked to adopt the proposed regulation changes. In the meantime, the recommended changes have been *noticed* through the state's Notice Register. (The Board may formally adopt the proposed changes only after they have been noticed and available for public comment for forty-five days.)

The Board previously adopted changes to Title 5 regulations regarding the associate degree in September 1986. However, these were not approved by the control agencies and as more than one year has lapsed since the original notice, these proposed changes must be renoticed and readopted by the Board before they can be returned to state control agencies for approval.

This item includes:

1. a brief history of the origins of the new regulations, existing regulatory language, regulatory language previously adopted in 1986, and

2. proposed changes in 1986 regulations, and recommended regulations to be adopted (these added changes are only technical and in no way change the substance of the previously adopted regulations).

Analysis

In May 1985, and again in September 18, 1986, the Board adopted regulations strengthening the associate degree by establishing two distinct sets of standards for courses which may or may not be applied for credit to the degree. Several major obstacles stood in the way of final passage of the Board's approved regulations and their enactment in Title 5. In 1985, proposed regulations were submitted for

approval, pursuant to the Administrative Procedures Act, to the Office of Administrative Law (OAL). OAL did not approve the regulations, citing two concerns: the need to explain the *necessity* for revising the existing regulations and the need to improve the *clarity* of some of the new terminology. Both of these concerns were addressed, and the regulations were renoticed in 1986. An additional obstacle to the passage of the 1986 version of the regulations was concern for the cost of implementing the new regulations. The Department of Finance, which had supported our 1985 version of the regulations, determined that the new regulations would result in mandated costs for the local districts.

Staff in the Chancellor's Office has maintained continuing discussions with the Department of Finance which have resulted in an arrangement which will effectively addresses the cost issue through language in the 1988-89 Budget Act.

There are two basic reasons for seeking Board adoption of the new Title 5 regulations: (1) it is necessary to the final enactment of the regulations; and (2) it will provide the Chancellor's Office and the community colleges the necessary support to maintain the current impetus and ongoing efforts for curriculum reform. In spite of the many hurdles which have been part of this regulatory process, the colleges have proceeded to strengthen the associate degree and review more than 100,000 courses statewide. To date, more than forty percent (40%) of all colleges have completed this review and have submitted voluntarily certification of this review process which conforms to these new regulations.

The policy implications embodied in this item are at the core of the academic reform efforts underway as a result of Board policy, review of the Master Plan, and the subsequent reiteration in AB 1725. Strengthening the degree through academic excellence is the cornerstone for all subsequent reform efforts.

Staff Presentation: *Ronnald Farland*
Acting Vice Chancellor, Academic Affairs

Thomas J. Nussbaum
Vice Chancellor and General Counsel

How the New Regulations Came About

The origins of the new Title 5 regulations are truly *grass roots*. As early as 1981, faculty members in general and the Academic Senate in particular began to express two concerns:

(1) that the range of skill levels among students in many degree-related classes was so broad that it was impossible to teach courses *at the college level*; and

(2) that, as a consequence, the associate degree from a California community college was losing its credibility.

Over the preceding decade, the chief areas of expansion of coursework in the community colleges had been in remedial and college preparatory instruction, along with avocational and recreational courses -- often in the credit mode. These changes had eroded assurance that the earning of a degree signified either readiness for transfer or for employment. These conditions also contributed to a confused public image of the community college mission overall. In response, representatives from the districts were calling for a clearer definition of *college level* and requesting that only courses at that level be counted toward the AA and AS degrees and towards certificates.

At the same time, these leaders also sought to assure open access by maintaining full funding (i.e., *workload* credit) for all rigorously conducted courses that prepared students to perform at the college level. The formation of the Learning Assessment and Retention Consortium (LARC) in the spring of 1982 pointed the way for the integration of these two seemingly disparate missions with a focus on strengthening standards and a focus on improving the assessment and advisement of students.

These concerns finally became a matter of public record when, in fall 1982, after a series of informal joint meetings, the executive boards of the Academic Senate and the Association of Chief Instructional Officers submitted to the Chancellor's Office a set of criteria for the conduct of associate degree courses. The new Title 5 regulations are a direct response to that initial document.

In response to this paper, and to related recommendations and directives from the California Postsecondary Education Commission and the Legislature, Chancellor Gerald Hayward established the Task Force on Academic Quality in April 1983. The Task Force quickly became a focal point for active reform, its members assuming leadership in their respective associations throughout the state. During its three-year history, it became actively involved in identifying and acting upon the most critical policy questions in the three areas essential to guaranteeing both quality and access: academic standards, matriculation and remediation.

The first of these sets of changes, those now being acted upon, are designed to build into law the requirement that only courses of *college level* be credited toward the

degree, while (a) reserving to the professional judgment of the colleges what the term shall mean, and (b) retaining as fully ADA-reimbursable credit courses (*workload* credit) that are designed to enable students to perform successfully at *college level*.

Changes In Previously Recommended Regulations

It is recommended that the following resolution be approved:

Resolution

BE IT RESOLVED by the Board of Governors of the California Community Colleges that it hereby endorses the following regulatory changes in Title 5, Part VI of the California Administrative Code, to become effective July 1, 1988:

1. Section 55002 is repealed.

~~55002. Standards and Criteria for Courses and Classes.~~

~~(a) A credit course is a course which at a minimum:~~

~~(1) Is recommended by the responsible college officials and the academic senate or other appropriate faculty body as being of appropriate academic rigor and has been approved by the local district governing board as a collegiate course meeting the needs of the student eligible for admission.~~

~~(2) Is taught by a credentialed instructor.~~

~~(3) Is offered as described in an outline and/or curriculum guide in official files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate readings and writing and outside assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.~~

~~(4) Is taught in accordance with a set of instructional objectives common to all students.~~

~~(5) Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55758 of this part and which is permanently recorded as an evaluation of student performance.~~

~~(6) Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.~~

~~(7) Shall require, when so designated, the completion of appropriate prerequisites.~~

~~(8) Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000 of this part).~~

~~(b) A noncredit course is a course which, at a minimum:~~

~~(1) Is approved by the local district governing board as a course meeting the educational needs of the enrolled students.~~

~~(2) Is taught by a credentialed instructor. A supplementary lecturer need not hold a credential if he or she lectures fewer than four times in a semester or quarter.~~

~~(3) Treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement appropriate for the enrolled students.~~

~~(4) Is conducted in accordance with a course outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the course objectives have been met.~~

~~(c) A community services class at a minimum:~~

~~(1) Is approved by the local district governing board.~~

~~(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.~~

~~(3) Provides subject matter content, resource materials, and teaching methods deemed appropriate for the enrolled students.~~

~~(4) Is conducted in accordance with a predetermined strategy or plan.~~

~~(5) Is open to all members of the community.~~

~~(6) Attendance in community services classes may not be claimed for apportionment purposes.~~

~~NOTE: Authority cited: Sections 66700, 71020, 71027 and 78405 Education Code. Reference: Sections 71027, 78200 and 78405, Education Code.~~

2. New Section 55002 is added, to read:

55002. **Standards and Criteria for Courses and Classes.**

(a) **Associate Degree Credit Course.** An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

(1) **Curriculum Committee.** The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate or a committee which includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course on the basis of the following standards:

(A) **Grading Policy**. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this part. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.

(B) **Units**. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short term, laboratory and activity courses.

(C) **Intensity**. The course treats subject matter with a scope and intensity which requires students to study independently outside of class time.

(D) **Entrance Requirements**. When the college and/or district curriculum committee deems appropriate, the course shall require entrance skills and consequent prerequisites for the course before students are enrolled.

(E) **Basic Skills Requirements**. If success in the course is deemed by the curriculum committee to be sufficiently dependent upon communication or computation skills, then the course shall require as pre- or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) **Difficulty**. The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) **Level**. The course requires learning skills and a vocabulary which the curriculum committee deems appropriate for a college course.

(3) **Outline of Record**. The course is described in an outline of record which shall be maintained in the official college files and made available to each instructor. The outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The outline shall also specify required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) **Conduct of Course**. All sections of the course are to be taught by a credentialed instructor in accordance with a set of objectives and other specifications defined in the outline of record.

(5) **Repetition**. Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

(b) **Non-degree Credit Course**. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee

and approved by the district governing board as a course meeting the needs of the students eligible for admission.

(1) **Standards for Approval**. The college and/or district curriculum committee shall recommend approval of the course on the basis of the following standards:

(A) **Grading Policy**. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this part. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.

(B) **Units**. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

(C) **Entrance Requirements**. When the college and/or district curriculum committee deems appropriate, the course shall require entrance skills and consequent prerequisites for the course before students are enrolled.

(2) **Outline of Record**. The course is described in an outline of record which shall be maintained in the official college files and made available to each instructor. The outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The outline shall also specify required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(3) **Conduct of Course**. All sections of the course are to be taught by a credentialed instructor in accordance with a set of objectives and other specifications defined in the outline of record.

(4) **Repetition**. Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

(c) **Noncredit Course**. A noncredit courses is a course which, at a minimum, is recommended by the college and/or district curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

(1) **Standards for Approval**. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement which the committee deems appropriate for the enrolled students.

(2) **Outline of Record**. The course is described in an outline of record which shall be maintained in the official college files and made available to each instructor. The outline of record shall specify the scope, objectives,

contents, instructional methodology and methods of evaluation for determining whether the stated objectives have been met.

(3) **Conduct of Course.** All sections of the course are to be taught by a credentialed instructor in accordance with the set of objectives and other specifications defined in the outline of record.

(4) **Repetition.** Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

(d) **Community Services Class.** A community services class is a class which meets the following minimum requirements:

(1) Is approved by the local district governing board.

(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.

(3) Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students.

(4) Is conducted in accordance with a predetermined strategy or plan.

(5) Is open to all members of the community.

(6) May not be claimed for apportionment purposes.

NOTE: Authority cited: Sections 66700, 71022 and 71066, Education Code. Reference: Sections 66701, 71066 and 72285, Education Code.

3. Section 55805.5 is added, to read:

55805.5 **Types of Courses Appropriate to the Associate Degree.** The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002(a) and that fall into the following categories to be offered for associate degree credit:

(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or intended for such transfer.

(b) Courses that apply to the major in non-baccalaureate occupational fields (excluding those to be applied toward a certificate only, which may be offered in either the degree credit or the non-degree credit mode).

(c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local board of trustees, require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

NOTE: Authority cited: Sections 66700, 71022 and 71066, Education Code. Reference: Sections 66701, 71066 and 72285, Education Code.

BE IT FURTHER RESOLVED by the Board of Governors, acting under the authority of Section 71091 of the Education Code, that the authority to adopt the regulations on behalf of the Board is hereby delegated to the Chancellor of the California Community Colleges. In accordance with the delegation of this authority, the Chancellor shall make copies of these proposed regulations available to the public for at least 15 days. The Chancellor shall then adopt the regulations as endorsed by the Board in this Resolution if the Chancellor determines on the basis of any comments received no changes are necessary.

BE IT FURTHER RESOLVED that these regulation changes mandate no cost to local agencies or community college districts within the meaning of Section 2231 of the Revenue and Taxation Code.

Appendix

Expired Text of Regulations
Noticed with the Office of Administrative Law
May 1986

The text of the regulations proposed in 1986 is provided to allow the reader to compare between this and the proposed new language included in this item. This comparison will substantiate the fact that changes are minimal and limited to resequencing of the course criteria in a more logical pattern and deletions or additions of language to enhance the clarity of the document itself.

Proposed Regulations Excerpted from the
September 18-19, 1986 Board of Governors Agenda

New Section 55002 is added, to read:

55002. Standards and Criteria for Courses and Classes.

(a) An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5, and, the following:

(1) Is recommended by the college and/or district curriculum committee as meeting the requirements of this subsection and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission.

The college and/or district curriculum committee shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate or a committee which shall include faculty and may otherwise be comprised in any way that is mutually agreeable to the college and/or district and the academic senate.

(2) Is taught by a credentialed instructor.

(3) Is offered as described in an outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge, required reading and writing assignments, and other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Is taught in accordance with a set of instructional objectives common to all students enrolled in the course.

(5) Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55758 of this part, which is permanently

recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.

(6) Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short term, lab and activity courses.

(7) Treats subject matter with a scope and intensity which requires students to study independently outside of class time.

(8) Requires, when the college and/or district curriculum committee deems appropriate, entrance skills and consequent prerequisites for the course before students are enrolled.

(9) Requires as a pre- or co-requisite to enrollment in other courses throughout the degree and certificate curricula, eligibility for enrollment in associate degree credit courses in English and/or mathematics when language and/or computational skills at the associate degree level are deemed by the college and/or district curriculum committee as necessary for success in such courses.

(10) Requires, in order to participate in the course, the ability to think critically and to understand and apply concepts at levels determined by the curriculum committee to be college level..

(11) Requires learning skills and a vocabulary which the curriculum committee deems appropriate for a college course.

(12) Requires that educational materials used be judged by the curriculum committee to be college level.

(13) Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

(b) A credit course designated by the governing board of a district as not applicable to the associate degree is a course which, at a minimum:

(1) Is recommended by the college and/or district curriculum committee and has been approved by the local district governing board as a course meeting the needs of the students eligible for admission.

(2) Is taught by a credentialed instructor.

(3) Is offered as described in an outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge, required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Is taught in accordance with a set of instructional objectives common to all students.

(5) Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55758 of this part, which is permanently recorded as an evaluation of student performance.

(6) Grants units of credit based upon a relationship specified by the district governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

(7) Shall require, when the college and/or district curriculum committee deems appropriate, the completion of prerequisites for the course before students are enrolled.

(8) Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000) Sections 55761-55763 and 58161 of this part.

(c) A noncredit course is a course which, at a minimum:

(1) Is recommended by the college and/or district curriculum committee and approved by the local district governing board as a course meeting the educational needs of the enrolled students.

(2) Is taught by a credentialed instructor.

(3) Treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement which the college and/or district curriculum committee deems appropriate for the enrolled students.

(4) Is conducted in accordance with a course outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the course objectives have been met.

(d) A community services class at a minimum:

(1) Is approved by the local district governing board.

(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.

(3) Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students.

(4) Is conducted in accordance with a predetermined strategy or plan.

(5) Is open to all members of the community.

(6) Attendance in community services classes may not be claimed for apportionment purposes.

NOTE: Authority cited: Sections 66700, 71022 and 71066, Education Code. Reference: Sections 66701, 71066 and 72285, Education Code.

Section 55805.5 is added, to read:

55805.5 Criteria. The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall conform to the standards specified in Section 55002(a) and shall also provide that associate degree credit courses:

(a) Include all lower division courses accepted toward the baccalaureate degree by the California State University or University of California.

(b) Include courses that apply to the major in non-baccalaureate occupational fields.

(c) Include English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count as credit toward the associate degree only one course below the first transfer level composition course.

(d) Include all mathematics courses above and including Elementary Algebra.

(e) Include credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local board of trustees, require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

NOTE: Authority cited: Sections 66700, 71022 and 71066, Education Code. Reference: Sections 66701, 71066 and 72285, Education Code.

ERIC Clearinghouse for Junior Colleges MAR 0 4 1988